



Special Needs and Disabilities Policy

Author: T. Coles - SENCO
Issue Date: March 2017

To be reviewed: March 2018

Rationale

At Silsoe VC Lower School we believe that every pupil, regardless of ability will have access to the Early Years Foundation Stage and National Curriculum. We believe that a pupils special educational need(s) and/or disability should be identified as early as possible through observation and discussion involving the pupil, staff and parents. We aim to promote high standards through supporting wholeheartedly, the local authority's policy on inclusion and by rigorous monitoring of equal opportunities throughout the school.

We believe the close liaison established between the school's preschool providers, various support agencies and parents will significantly improve the quality of education we are able to provide for pupils with special educational needs or disabilities.

The School's Educational Provision - Objectives of the Governing Board

The Governing Board aims to:

1. Ensure the management of Special Needs and disability reflects the Code of Practice for Special Needs and Disability Provision 2014.
2. Ensure that all members of staff are aware of their responsibilities as set out in the Code of Practice.
3. To work in partnership with pupils, parents and other professionals.
4. To involve pupils, as appropriate in discussion of support and the target setting process.
5. To foster a supportive ethos for special educational needs or disability which encourages teamwork, shares information and good practice and also encourages professional development.

Identification, Assessment and Provision for Pupils with Special Needs

Resources:

1. Designated amount of school budget.
2. Funding for pupils with Education Health and Care plans (EHC Plans) or Statements of need.
3. Teaching assistants are deployed to support teachers specifically in the areas of literacy and numeracy, although they can be used across the whole curriculum where needed.
4. The SENCO will support pupils and teachers through practical input and advice.
5. Special need resources are located centrally and in individual classrooms.

How Needs Are Identified, Determined and Reviewed.

Need(s) are usually identified by the following methods:

- Observations made by teacher, parent or carer, identifying strengths or weaknesses.
- Records passed on to the school by pre-school provider or another school.

Pupil need is usually identified very quickly and often within the first half term of starting school. Early identification and support is essential in facilitating independence and raising self-esteem.

When making initial assessments teachers will consider four distinct areas of development and whether a pupil is making appropriate progress. These are:

1. Communication and interaction.
2. Cognitive and learning
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

In all classes, Teachers will differentiate between the different abilities to ensure that all pupils are appropriately challenged and supported. If 'additional to and different from' normal differentiation is required, then additional support will be identified and outlined on an Individual Provision Plan. (IPP). This is known as school support. If insufficient progress is made, then a decision will be made to involve other agencies. If a pupil continues to cause concern, then application can be made for Statutory Assessment to be carried out in accordance with the Code of Practice. If progress is satisfactory, support from outside agencies could be maintained or reduced over time.

Arrangements for Providing Access to a Broad and Balanced Curriculum.

Pupils will be supported primarily within their class through increased differentiation. Where appropriate, support will be provided by teaching assistants and HLTAs who will work to ensure full access to the curriculum. On occasion pupils will be withdrawn to quiet areas to encourage concentration or to develop social skills as individuals or in small groups.

Evaluation and Monitoring of the Policy

The designated Governor for SEND meets regularly with the Head Teacher and SENCO to discuss any issues relating to special needs or disabilities. Once a term a formal focussed Governor visit will take place giving opportunity to explore the implementation of this policy in its application, and allow time for discussion with teaching and non-teaching staff.

A formal written report will be prepared and presented to the Full Governing Board of the school.

The ongoing routine monitoring of policy and practice rests with the Head Teacher and SENCO. IPP's will be reviewed regularly and teachers observed as part of the normal cycle of teaching observations. Regular scrutiny will also look at SEND identification strategies and resources in teacher's weekly plans.

Time will be provided for regular updates during staff meetings.

The SENCO will maintain pupil's SEND records which are securely stored.

Complaints Procedure

All complaints are dealt with in accordance with the school complaints policy. Parents are encouraged to meet with teachers formally and informally to discuss any concerns that they may have. Issues relating to EHCP's or statements of need may be dealt with through the annual review or through contacting the Special Needs Support team at the Local Authority.

Information About the School Staffing Policies and Partnership With Outside Agencies.

Staff development and training

- In service training (INSET) is provided according to the needs identified through the performance management cycle of appraisal for individual teachers and is closely linked to the School Development Plan (SDP).
- Teaching assistants and midday supervisors will also have access to training opportunities provided internally and through external sources.
- The SENCO will update other members of staff of national and local initiatives.
- The inclusion leader will ensure his / her training is current in order to support the SENCO.

When the school feels that it is necessary to seek further advice and support, the Head Teacher and SENCO will be responsible for contacting the appropriate service, including through the use of an EHA (Early Help Assessment).

If a pupil is at risk of 'exclusion' it is the schools' policy to contact the Inclusion Officer to seek advice. In extreme circumstances the Head Teacher will make the decision to exclude a pupil for a fixed period or permanently.

The school will work closely with all agencies involved with a family to implement the Code of Practice. The school will therefore work with:

- Social Services
- Education Welfare
- Child Protection
- Health Service
- Children's or medical charities

Liaison with Other Schools

At the normal time for pupil transfer (the end of year 4), information and records are passed on to the appropriate school. Where appropriate, additional arrangements may be necessary to aid smooth transfer. Meetings will take place between SEND coordinators and heads of year from each school.

If a pupil transfers at an alternative time a similar process will be followed.

Partnership with Parents

In the true spirit of the Code of Practice for SEND 2014, we value and recognise the vital importance of establishing an effective partnership with parents and guardians. This is facilitated through the following:

- Acknowledging and drawing upon parental knowledge and expertise in relation to their child.
- Focussing on the child's strengths as well as the area of 'need'.
- Dealing with parents and guardians in a sensitive manner.
- Ensuring that parents understand procedures.
- Providing opportunity for parents to contribute to reviews of statements and EHCP's and give input into internal reviews of IPP's.
- Being flexible when arranging meetings with parents.
- Being aware of parents own possible area of 'need'.
- Working with CBC SEND PYPPS (Parent Partnership)

Teaching staff are available to meet with parents at the end of each school day or by appointment at a time of mutual convenience. IPP's are reviewed regularly and discussed with pupils and parents.

Parents are encouraged to discuss any concerns they have regarding their child's development and progress with the appropriate teacher.

When admitted into school, parents are invited to sign a 'home school agreement'. The school expects parents to meet their responsibilities as outlined in the agreement and support the work of the school.

On the following pages, arranged as appendices, are the formal stages used to identify and meet special educational needs and disabilities.

APPENDIX 1

Adequate Progress

Adequate progress is deemed as:

- A closing of the attainment gap between child and their peer group.
- Preventing the gap from widening.
- Similar to that of children starting from the same baseline, but less than the majority of peer group.
- Matching or bettering previous rate of progress.
- Providing access to the full curriculum.
- Showing an improvement in independence or behaviour.

APPENDIX 2

Triggers for School Support

This will happen when:

- Little or no progress is made.
- Signs of difficulty in developing Literacy/Numeracy skills impact on other areas of the curriculum.
- Behaviour is not modified by normal classroom management techniques.
- Despite having specialist equipment for sensory or physical problems, fails to make significant progress.

APPENDIX 3

Triggers for Accessing Support Beyond the School Resources

This will happen when:

- Little or no progress is made over a longer period of time.
- A pupil is working at National Curriculum (NC) levels significantly lower than their peer group.
- A pupil makes little progress in Literacy/Numeracy.
- Behavioural difficulties impede their own or others rate of academic progress despite having an Individual Behaviour Modification Plan.
- Sensory or physical difficulties require regular advice from a specialist service.
- Communication or interaction difficulties cause substantial barriers to learning.

APPENDIX 4

Special Needs Governor

Governing bodies have a responsibility for Special Educational Needs, and Disabilities.

We nominate a Governor who is responsible for assisting and advising them on meeting their SEND responsibilities.

This is a strategic role, which does not involve the nominated governor attending meetings with individual parents or taking part in discussions concerning individual pupils.

The SEND Governor is the link between the school and the Governing Board concerning pupils with SEND. The Governing Board must remember that specific information regarding SEND pupils is confidential.

The Governing Board or nominated SEND Governor are not expected to undertake the day to day activities to ensure that all its duties are met.

In practical terms the SEND Governor should try to:

- Understand how the school identifies a pupil with SEND.
- Understand how the school delivers SEND provision.
- Do their best to ensure that pupils get any help that is available to access the curriculum.
- Raise awareness of SEND and make other governors aware of SEND issues at governing body meetings.
- Develop good relationships with staff involved with SEND including the Head Teacher and Special Educational Needs Coordinator (SENCO).
- Set up regular meetings with the SENCO and visits to the school to see at first-hand how SEND provision is organised and delivered.
- Know the schools SEND policy and make sure there is an annual review of it.
- Understand how funding is allocated to schools for SEND.
- Attend training for SEND governors.